

Unit Plan Template

(To use this template, replace the prompts in the gray boxes with your own text and then delete any text that appears in red.)

___ 1) **Unit Title:** (Name of Unit)

___ 2) **Unit Overview:** *(What information would a colleague need to decide whether or not to use the unit?)*

This (number of weeks) (number of lessons) unit is based on Chapter (number) of (Name of Textbook) . It engages (beginning/intermediate/advanced) (middle school/high school/university) Spanish (level of class such as I, II, III, IV, AP, 101, 102, 105, 106, 205, 206) students in exploring the theme of (theme of unit) . During the unit, students will learn to (task/s) using (grammatical structures/vocabulary topics) . The unit will revolve around (#) primary topics: (list of major topics covered during the unit) . Major activities include: (list of major activities used during the unit) . The unit culminates in a (name of final project or special activity) . Additional assessments of student progress include: (list of major assessments) . The unit assumes that students already know (list of key topics) .

___ 3) **Unit Rationale:** *(What are the pedagogical purposes of the unit & why will they matter to students?)*

This unit is designed to help students understand the importance that (social issue and/or cultural topic) plays in (name of country or cultural group) life. It engages students in exploring how and why (name of cultural product/practice) (shapes/reflects/relates to) (name of targeted cultural perspective) . This unit gives students opportunities to (list why this unit will matter to STUDENTS) . These explorations support students in developing communicative proficiency by (note how exploring the relationships between cultural perspectives and cultural products/practices does this) .

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___ 4) **Standards-based Guiding Question:** *(What is the overarching question students will explore through the unit?)*

Students will explore the question: (the overarching question students will explore by means of this unit)?

- **To craft your guiding question, write a statement that explains the main goal of the unit—the one key thing you want students to know and be able to do by the end of the unit.**
- **Next, write a statement that answers the question, “Why should this matter to students?”**
- **Now, try to write a single statement that combines the two sentences you wrote above.**
- **Finally, flip the resulting sentence into a question.**
- **(Sometimes, it is easier to craft a set of questions and then pull out the key elements of each one to form your guiding question. The other questions will usually become sub-questions that guide individual lessons as opposed to the entire unit.)**

___ 5) **National Standards:** *(How will your UNIT address each of the National Standards?)*

Complete the chart below:

Students will demonstrate progress toward the 5 C's in the following ways:

Standard 1.1, Communication (Interpersonal): Students (engage in conversations/provide and obtain information/express feelings and emotions/exchange opinions) about (name of topic/s)	Standard 3.1, Connections: Students reinforce and further their knowledge of other disciplines through the foreign language and its cultures by (list tasks)
Standard 1.2, Communication (Interpretive): Students understand and interpret written and spoken language on (name of topic)	Standard 3.2, Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures by (list tasks or explain how)
Standard 1.3, Communication (Presentational) Students present (information/concepts/ideas) to an audience of (listeners/readers/viewers) on the topic of (name of topic/s)	Standard 4.1/4.2, Comparisons: Students demonstrate understanding of the (nature of language/concept of culture) through comparisons of the (language/cultures) studied and their own by (list tasks)
Standard 2.1, Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied by (explain how)	Standard 5.1, Communities: Students use the language within and beyond the school setting by (list tasks or explain how)
Standard 2.1, Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied by (explain how)	Standard 5.2, Communities: Students use the language for personal enjoyment and enrichment when (list tasks or explain how)

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6) **Standards-based Unit Objectives:** *(What 5 to 7 meaningful, measurable, standards-based objectives will you use to guide students' efforts to make incremental, step-by-step progress toward the overarching unit goal?)*

- a) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- b) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- c) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- d) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- e) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).

See the next two pages for instructions and examples.

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Steps for Writing Objectives

- a) Make a bulleted list of the things you want students to learn.
- **Grammar:** Students will learn to use the preterit v. the imperfect correctly.
 - **Vocabulary:** Students will learn vocabulary related to clothing, natural disasters, news, and weather.
 - **Culture:** Students will learn about journalism in Latin America.
 - **Social Issues:** Students will learn about the effects of natural disasters on the economy of Latin America.
- b) Using the National Standards for Foreign Language Learning to help you, determine general types of evidence that would convince you that students have learned the concepts you have targeted. These will become your overarching unit objectives.

For more information on National & State Standards, see:

National Standards for Foreign Language Learning: <http://tinyurl.com/4n6952>

Utah Foreign Language Standards: <http://tinyurl.com/4ea47a>

ISTE's National Technology Standards for Students: <http://tinyurl.com/2jga2m>

Utah - Technology Specific:
<http://www.schools.utah.gov/curr/core/corepdf/EduTech.pdf>

- **Grammar:** Students will report on natural disasters that occurred in the past using the preterit and imperfect tenses.
 - **Vocabulary:** Students will describe people who are missing after a natural disaster using new clothing, news, and weather vocabulary.
 - **Culture:** Students will compare and contrast the journalistic content and style of news reports about natural disasters in Latin America with those of the United States.
 - **Social Issues:** Students will explain the effects of natural disasters on the economy of Latin America.
- c) Determine specific activities that would allow you to collect evidence that students have mastered the unit objectives on your bulleted list. Use the formula on the next page to connect what students will learn with parameters for the activity they will perform so that you can determine whether or not they have learned it. These will become your objectives for various lessons in the unit. (See the next page for a template and several examples.)

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Students will + (standards-based communicative task) about

NOT know
learn
practice
understand

(context/vocabulary topic) using (grammatical structure /process) +

(performance parameters - accuracy, frequency, quantity or time) .

Examples:

- **Presentation Mode:** Students will **present** 1-minute news reports about **natural disasters** in **Latin America** using **targeted preterit and imperfect verbs** with **100% accuracy**.
- **Interpersonal Mode:** Students will **describe** the **clothing** of 5 children who have been **separated from their parents during a disaster in response to a relief worker's questions** with **100% accuracy**.
- **Interpretive Mode:** Students will **identify** five actions that officials recommend local residents should take following a **natural disaster** in the newspaper of a Spanish-speaking country using the targeted vocabulary from the unit with **80% accuracy**.
- **Presentation Mode:** Students will **write** a simple **newspaper article** in which they compare and contrast **cultural differences** between the effects of natural disasters on various social classes of people living in the **United States and those living in Latin America**.

Note: You may wish to use verbs directly from the National Standards (and the Spanish benchmarks) so that your objectives are better aligned with the Standards.

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- ___ 7) **Unit Assessments:** *(What assessments will you use to evaluate students' performance and provide them with feedback on their progress?)*

Students progress toward unit objectives will be assessed by (title of formal speaking assessment activity) , and (title of listening, reading, or writing assessment activity) . The culminating assessment for this unit will be (title of project or other culminating assessment activity) in which students will (BRIEF description of what the assessment activity or project requires students to do) .

- ___ 8) **Unit Lesson Plans:** *(What lessons will you plan to prepare students to successfully complete the culminating assessment(s) you listed above?)*

You must include a minimum of 5 lesson plans. Each lesson plan should progressively build students' skills during each individual lesson and across the 5 (or more) lessons so students can accomplish the unit objectives by the end of the unit. A sample lesson plan template appears below:

Lesson Plan Template (Complete a new one for each day of your unit)

Lesson Plan #: Day (#)

Topic of Lesson: (lesson topic)

Estimated Time Required: (number of minutes)

Standards-based Objective(s): *(What do you want **students** to be able **to do** as a result of this activity in terms of their language, culture, etc.?)*

List no more than 3 objectives for each lesson. You may select your lesson objectives from the unit objectives you have written, or you may craft more precise objectives for each lesson.

- f) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- g) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).
- h) Students will (standards-based communicative task) about (context/vocabulary topic) using (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).

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Targeted Grammatical Structure(s):

Targeted Vocabulary (no more than 7 words):

Communicative Context for the Lesson:

- 1) Topic (from core curriculum):
- 2) Communicative Function(s):
- 3) Cultural Context:
- 4) Text Type:

Resources & Materials: *(What **resources or materials** will students need in order to complete the tasks in this lesson?)*

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Anticipatory Set (a.k.a. Bellringer, Focus Activity, or Warm-up):

(How will you **capture students' attention** and **activate their prior knowledge** in ways that prepare them to successfully complete the next task?)

Contextualized Input:

(What **experiences and new information** do students need in order to fulfill the objective(s) of the lesson successfully and what **tasks** will you give them to help them acquire this information?)

Contextualization:

(What context will you use to help students **experience meaningful examples** of how the grammatical forms you are targeting would be used in **real life**? Think in terms of experiments/demonstrations, simulations, stories, or visual input)

Focus on Form:

(How will you guide students' attention to **grammatical patterns** in the language?)

Check for Understanding:

(How will you **assess** whether or not students understand how to apply the grammatical patterns before moving to the practice phase of the lesson?)

Guided Practice:

(How will you encourage students to **actively engage** with the new material (cultural concepts, grammatical structures, vocabulary, etc.)?)

Activity 1:

Modeling:

(How will you **show students** what they are supposed to do?)

Instructions:

(Write each step on a separate line in the target language. Limit instructions to fewer than 5 lines. Use 7 words per line.)

Scaffolding:

(How will you **scaffold students' learning** during the task to ensure they will have success with it?)

Debrief: (How will you **evaluate students' performance** with respect to this activity and provide them with **feedback** that will help them improve it?)

Activity 2 (if applicable):

Modeling:

(How will you **show students** what they are supposed to do?)

Instructions:

(Write each step on a separate line in the target language. Limit instructions to fewer than 5 lines. Use 7 words per line.)

Scaffolding:

(How will you **scaffold students' learning** during the task to ensure they will have success with it?)

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Debrief: (How will you **evaluate students' performance** with respect to this activity and provide them with **feedback** that will help them improve it?)

Closure: (How will you help students to: **Summarize** (consolidate or organize) what they have learned? **Reflect** on how the lesson relates to their own lives? **Connect** what they have learned with other disciplines?)

Independent Practice (a.k.a. Homework): (What meaningful activities will you give students that they can do at home successfully to **apply, reinforce, or practice** what they have learned?)

Assessment/Evaluation: (How will you determine whether or not students have **mastered the lesson objective**? How will you use this information to decide **what students need to do next**? How will you provide students with **feedback** to improve their performance?)

- **Informal Assessment(s):**
- **Formal Assessment(s):**

Adaptations:

(How will you adapt or "differentiate" the lesson to better meet the individual needs of students who are English language learners, heritage/native speakers, gifted, or who have other special needs?)

Back-up/Sponge Activities:

(What additional activities will you prepare in case there is **extra time** at the end of the period, something you have planned does not work, for students who are "**fast finishers**," or to **re-teach, enrich, or extend students' learning** after they have completed this lesson?)